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ABSTRACT

This document presents a summary of the goals and activities suggested for external evaluation teams for Kansas high schools. The total evaluation process has three parts. First the school engages in a long and comprehensive self-study, which produces data reflecting the faculty's own perception of the school. This is followed by an intensive two- or three-day evaluation by the team of visiting professionals, whose activities are the main subject of this document. The final part is the school's own follow-through efforts to engineer the recommended changes and improvements. Evaluation team members are instructed to evaluate the school's own self-evaluation and to refer exclusively to the school's own stated purposes and objectives. A number of lists of questions are given to direct the efforts of the evaluation team in examining organizational climate, administration and staff, program design and components, student activities, guidance and other services, instructional media, auxiliary services, physical facilities, and district support. (Author/CTM)

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Guide for

Evaluation Teams

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KANSAS
State Committee
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North Central Association

GUIDE FOR EVALUATION TEAMS

1977

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*Denotes entire team involved in these sessions
**Denotes team report not required

FOREWORD

This GUIDE FOR EVALUATION TEAMS has been prepared for the use of team chairpersons and team members who will be assisting in the process of evaluating Kansas high schools.

The revision of the guide was prompted by the adoption of a new instrument currently being used in the evaluation process for high schools in the State of Kansas. This new instrument and some refined evaluation procedures are bringing about more sophistication in the total evaluation process which is one of the primary aims of the State Department of Education and the North Central Association.

The evaluation process represents the joint endeavor of the local schools, North Central Association of Colleges and Schools, through its Commission on Schools and its State Committee, and the Kansas State Department of Education. This guide has been drafted to provide team members greater insight into the total evaluation process and to assist them in developing their own outline for a thorough and in-depth analysis of the program of the school being visited.

EXPOSITION

The Nature of School Evaluation

The evaluation process itself is tripartite. First the school engages in a long and comprehensive self-study, which engenders a sheaf of documents and data reflecting the faculty's own perception of the school. This is followed by an intensive two or three day evaluation by an extramural team, resulting in a probing written summary on all phases of the school's operation and program.

The final phase, and most important, is the school's own follow-through efforts to engineer those recommended changes and improvements that have emerged from the first two stages of the evaluation. It is here the whole evaluation either aborts or becomes a dynamic and ongoing factor in impelling the school to new levels of accomplishments. If the school doesn't change, and change substantially, as the result of the evaluation, then it has been nothing more than a sour essay into ineffectuality.

The Function of the Evaluation Team

The function of the evaluation team is quite specific: it is to evaluate the school's own self-evaluation. It is to bring an element of objectivity to the evaluation process that no self-involved faculty, be it ever so analytical, could muster. The team looks at the school, its social and physical setting, the students coming to its doors, its statement of purposes along with the objectives drawn from that statement, the program actually in effect, and the total impact of that program on the students as far as can be determined. Then the team attempts an overall evaluation of the school.

In making that evaluation, the team must always refer back to the school's own stated purposes and objectives. The team is not free to import an alien philosophy of its own. However, it has every right to test the fit of that statement of purposes to the actual conditions in the community and the blood-and-thunder students coming to the school. Furthermore, the team has a corollary obligation to appraise the school's guiding purposes against the broad aspirations of American society for its youth and its schools.

The end-purpose of the team's evaluation is to discover the areas of strength and weakness in the school. It is on the strengths that the school must build in its quest for excellence. Equally, the school must have informed knowledge of its own weaknesses if it is to take the necessary steps to remediate them.

While the team will offer many recommendations, these in themselves are somewhat peripheral. For it is the heightened self-knowledge of the staff itself that holds bold promise for that continuing improvement which constitutes the ultimate

PRELIMINARY PLANS FOR VISITATION

Faculty Visit

Approximately one year prior to the scheduled team visitation date, the school undergoing the evaluation shall request the services of a consultant from the State Chairperson's office to visit the school and discuss the plan of self-evaluation in detail with the administration, steering committee, and faculty. The chairperson of the visiting team should also be present. This initial meeting shall initiate the self-study process that will be conducted by the entire professional staff, students, school board, and possibly some of the lay public within the community. The self-study shall be culminated with a written faculty report.

Team Visitation Date

The date of the evaluation is determined by the schools and the North Central Association State Chairperson. Instructions and all other pertinent data will be mailed to each team member in sufficient time for all necessary preparation. The preliminary reporting should be complete and the faculty self-evaluation report will be provided each of the team members at least two weeks prior to the established visitation dates.

Visiting Team Assignments

Members of the visitation team shall be selected by the chairperson of the team with the final concurrence of the principal. All team member selections are subject to approval by the State Chairperson. No persons shall serve as a chairperson of a visitation committee unless they have participated in a training session for the task or have had successful prior experience as a chairperson. The majority of the members of the visitation committee shall be active classroom teachers and administrators.

Faculty Self-Evaluation Report

The faculty, by performing a self-analysis of the program offered, has completed a written report identifying the strengths and weaknesses of the school. They also have made suggestions or recommendations for change that would upgrade the current total program. It becomes the task of each team member to read this entire report prior to visiting the school. The report sent to the team members becomes the property of the member. Therefore, notation in the margins, questions, or comments written in any available space, etc., is encouraged and will prove helpful for reference during committee meetings.

Individual Preparation

In addition to gaining an overview of the total school by reading the entire report,

all team members will want to study their individual areas thoroughly. Team members are encouraged to construct their own evaluation techniques and the points they wish to pursue at the time of the visit. The team chairperson may wish to contact both the team members and the school authorities relative to details that are pertinent to evaluating and reporting.

Suggested Visitation Schedule

A detailed visitation schedule shall be completed cooperatively by the chairperson of the team and the local school and mailed to each team member at least two weeks prior to the visit. Factors to be considered when completing the schedule are:

1. The evaluation objectives of the school.
2. The organization of the school, size of the staff, and availability of substitutes.
3. The time schedule of the classes.
4. The beginning and ending of the school day.
5. The availability of typists, typewriters, and workrooms.
6. The location of motel and meal accommodations.

The following sample schedule is designed to assist the chairperson of the team and the school when drafting the team visitation schedule. Specific assignments in the program component areas will need to be added.

Sample Schedule

First Day

3:00 p.m.	Team Organization Meeting
4:00 p.m.	Informal School Visitation
6:00 p.m.	Team and Board Dinner
7:30 p.m.	Social Setting of School
8:30 p.m.	Purposes and Objectives

Second Day

8:00 a.m.	Faculty Meeting
8:20 a.m.	Education for Pluralism
9:20 a.m.	Organizational Climate
10:05 a.m.	Administration and Staff
11:05 a.m.	Program Design (Overview)
12:05 p.m.	Lunch
1:00 p.m.	Guidance and Other Student Personnel Services Meeting
	Instructional Media Center
	Program Components Meetings
	Auxiliary Services
	Student Activities
	School Physical Facilities
	In-District Support
6:00 p.m.	Team Dinner
8:00 p.m.	Team Executive Session (General Areas)

Third Day

8:30 a.m.	Program Components Meetings
12:05 p.m.	Lunch
1:00 p.m.	Student Conferences
2:00 p.m.	Team Executive Session (All other areas)
7:00 p.m.	Exit Session (time optional)

Team Organization Meeting

If possible, the team organization meeting should be held at the school building, preferably in the team workroom. Details concerning the evaluation, such as, team headquarters or workrooms in the building, room numbers, necessary team member assignment changes, smoking privileges, expense items, secretarial assistance and other special matters will be cleared. Supportive data should be presented at this time to the team members for evening study. The superintendent, principal, and steering committee chairperson should meet with the team at this time.

The team chairperson may have to make some last minute changes that are deemed necessary to better accomplish the task of the team; however, the following suggestions are presented to aid the chairperson of the team to finalize organization by reviewing procedures, responsibilities, and final assignments of team members:

1. Purpose -- Point out to all concerned that this evaluation is a joint effort of the State Department of Education and the North Central Association. The prime purpose of the evaluation is to provide help in upgrading the high school program. The primary intent is not to determine accreditation status. This task is accomplished through the annual fall report.

2. Professional Effort -- Impress upon the team members that this process of evaluation is vital; and that, if done in the proper frame of mind, a tremendous value will be derived for the school being visited. The school and its staff are looking for constructive professional opinion in all areas.

3. Assignments -- Take a few moments to briefly go over the schedule so that all team members will thoroughly understand their assignments and the time schedule. Encourage team members to assist others when visiting with faculty members if time permits.

4. Report -- Give a detailed description of the kind of written report expected from each team member. Refer to the section on team report (page 25) for further information relative to this area. The completed report must be typed when handed to the chairperson. If at all possible, urge completion before leaving the school. If not, the report must be mailed to the chairperson no later than five days following the visit.

5. Facilities and Instructional Media Center -- Each member of the team should provide a brief note for the team member assigned the facilities and instructional media center areas. This note should cite strengths and weaknesses of these areas and their effect on the program of studies.

6. Participation -- Encourage all team members to take part in the group sessions. The chairperson of each area should be expected to lead the discussion but not to dominate the session.

7. Class Visits -- Encourage all team members to visit with all teachers in their assigned areas. It will certainly be appreciated by the faculty. Classroom visits are not necessary other than to help in determining class loads, general atmosphere, teacher materials, classroom organization, space, lighting, etc. Do not attempt to judge the quality of teaching by a ten-minute visit to a classroom.

8. Board Session -- Ask team members to create an informal atmosphere in the board of education session. Advise them that there should not be any reporting of findings at this early stage of the visit. The purpose of this dinner is to provide the board information about what school evaluation means and how the data in the school and team reports may be utilized for school improvement. It would also be helpful to explain the function of NCA and what it means to be a member school. Also ask the board if they have any questions or comments. Then politely close the meeting.

9. Executive Session -- These closed meetings deal with the vital concerns that have evolved thus far in the evaluation. Certainly all aspects should be considered, but one must guard against discussion of trivia and a negative outlook at the offset. A great deal can be accomplished and all areas should be covered. Time will be of essence. The school's stated purposes and objectives must always be considered. Determination must be made as to what is being done currently for the students and how the school is implementing its objectives must always be considered.

10. Student Conferences -- Advise the team that the student conferences are not to be written as a part of the final report. They are for the purpose of determining student morale and to gain further insight as to the overall climate of the school. This is an opportunity to crystallize some feelings about findings that may have been made in various areas of the program. Additional information can be gained relative to the implementation of the school's purposes and program, and at the same time suggestions for improvement of the program from a student's point of view can be discussed. In any event, do not allow team members to advise students to take certain courses of action about present situations within the school. Avoid the "how we do it at our school" approach. This certainly is not the proper time or approach and can lead to serious ramifications.

CONDUCTING THE EVALUATION

Faculty Introductions

The team meets with the faculty prior to the beginning of school on the second day for introductions only. This introduction period should occupy only ten or fifteen minutes. The session should be conducted by the local principal. After faculty introductions have been completed, the team chairperson should have the team members introduce themselves and give their position and assigned areas for the evaluation. To conserve time, the team chairperson should speak on behalf of the team members and briefly state the purpose of the visit. Faculty members can be put at ease if some mention is made about the team members' instruction to evaluate the total program and not to rate individual teachers.

Social Setting of the School

As an institution, the school exists within a social context that imparts the basic values and attitudes of the community into the role and mission of the school. A multitude of influences impinge upon the daily operation and long-range direction of the school. These help shape the school's purposes and objectives, program design, and mode of operation. Within any school community certain social, economic, political, and ideological forces impact upon the organization and management of the school's operation. The following questions are provided to aid the team in its evaluation endeavors.

1. What representative community groups served on this committee?

2. What NCA or other survey instruments were used in collecting background data about the social setting of the school?

3. How are various community groups contacted by the committee?

4. Are there any particular socioeconomic, religious, racial, or ethnic factors in the community that the team should be particularly aware?

5. What efforts are made by the school to utilize the community as a learning laboratory?

6. Are there any particular student attitudes, interests, and characteristics which the team should be aware? How are these needs served by the school?

7. Are students provided opportunities for input concerning the operation of the school?

8. What opportunities are provided by the school for student interaction with the community?

9. What efforts are made by the district and the school to establish and maintain articulation with other schools in the district?

10. What community factors relate to the directions that students take upon leaving school?

11. How do community factors affect program development in this school?

12. How does the school determine community and parental views on specific aspects of the program and activities?

Purposes and Objectives

Traditionally, educators have been in agreement concerning the need for a school to have a stated philosophy and for this statement to be extended into operational terms through goals and objectives for the school, with these being further extended into the various components of the educational program and then finally implemented through courses and units within components of the instructional program. Team members are requested to evaluate the program in terms of the school's stated purposes and objectives and shall direct their evaluation efforts toward this end. The following statements and questions are provided to aid the team in its evaluation endeavors.

1. Identification of the school's purpose and how these purposes provide a framework for classroom objectives and shape the instructional program.

2. Determination of the extent of involvement of the entire faculty, board of education, students, and lay public in the development of the current school purposes.

3. Clarification of the total purposes and specific objectives in terms of student outcomes as opposed to teacher accomplishments.

4. Determination of local community interest and support of educational goals.

5. Determination of uniquenesses, special commitments and priorities reflected in the statement of purposes and objectives and seek evidence of accomplishment.

6. Explore the rationale for strengths, weaknesses, and recommendations stated in the faculty self-study report.

To gain information relative to the areas of concern mentioned above, some of the following questions may be helpful to team members.

1. What steps or procedures were followed by the committee in developing the current school statement of purposes?

2. Is this statement new as a result of the self-study or is it a revision of the old one?

3. Is there faculty-board agreement on the basic statement of purposes of this school?

4. Does this school's statement reflect the thinking of the board of education for the entire district?

5. Has the statement been officially adopted by the board of education?

6. Has there been any means -- newspaper, P.T.A., etc. -- by which this statement has been presented to the parents and community?

7. Does the present program fit the statement of purposes of the school?

8. What evidence reflects a practical approach to accomplish the stated purposes and objectives?

9. What considerations were made to view classroom objectives as student behavioral outcomes rather than teacher accomplishments?

10. Is this statement of purposes designed specifically for the student of this school and this community? How?

11. What classes within the curriculum reflect the uniquenesses contained in the statement?

12. Does the statement reflect a balance of educational, vocational, and personal needs of <u>all</u> students?

13. Is the statement of purposes educationally sound and is it consistent with the needs of society and the learner?

14. Have any changes resulted from the revision of this statement and if so, what part did the faculty play in implementing the change?

15. Are there any plans for periodic and frequent revision of the school's statement of purposes and objectives?

<u>Education for Pluralism</u>

Today it is widely recognized that our schools no longer can seek to prepare young America for a single-model, monolithic culture, for that is not the nation our young people are to inherit. To the contrary, the American culture that will fall into their hands is composed of innumerable variegated strands contributed by many different races, many different ethnic groups. The need for young people to understand, to appreciate, to respect the great human diversity of our country--to accept the fact that no one color, no one sex, no one tradition, no one heritage can lay exclusive claim to either the nation's history or its future--is exigent. Thus every school has the obligation to make education for pluralism a fundamental theme running throughout its entire program so that its graduates will be prepared to move forward with confidence and eagerness into a multivariant America, indeed, into that global village which the world has become. The following questions are provided to aid the team in its evaluation endeavors.

1. Has the school board adopted a policy relating to intergroup relationships?

2. Has the school formulated an explicit statement relative to its concern for education for pluralism?

3. Has the teachers' organization in the school or district developed a statement regarding intergroup relationships?

4. Has the student body drafted such a statement?

5. What is the highest position in the district held by a member of a racial/ethnic minority? By a woman?

6. Has there been any appreciable shift in the racial/ethnic balance in the school within the last five years?

7. What is the approximate racial/ethnic distribution of the student body?

8. What is the attendance rate for the school as a whole?

9. What is the attendance rate for the various minority group students in the school?

10. What efforts are made by the school to see that appropriate emphasis is placed on minority group contributions to the culture, history, and development of America?

11. What special efforts has the school made during the last year to highlight the contributions of minority groups to the full spectrum of American life?

12. Is there a school committee assigned to give direction and leadership to the school's total program of education for pluralism? If so, who serves on the committee? What has been the most notable accomplishment during the past twelve months?

13. What special efforts are being made by the school to help minority students who might have learning deficiencies?

14. What efforts have been made to acquaint teachers with minority group culture patterns that have implications for learning and school behaviors, such as workshops or training sessions?

15. What assembly programs, forums, or guest lecturers have been provided within the last year to help stress education for pluralism?

16. Have workshops been provided for students concerning education for pluralism?

17. What is the general relationship between the majority and minority group students in this school?

18. What is the general relationship between teachers and minority group students in the school?

19. What specific effort has the school made to incorporate education for internationalism into its program of studies?

20. Are instructional materials readily available that give a world view?

21. Is the school hosting any foreign exchange students?

Organizational Climate

For the school to be a dynamic institution that continues to grow and adapt in the face of changing forces, an organizational climate of mutual trust and support must provide ample opportunities for the maximum growth and development of staff members as well as students. Even though common purposes and objectives may exist for the school, individual teachers may have different styles and techniques that will be equally successful in helping students attain the objectives of the school. The morale and attitudes of teachers and students will be much more positive in an organizational climate that recognizes the worth of individuals and fosters personal growth. The following questions are provided to aid the team in its evaluation endeavors.

1. Does the evaluation report provide a comprehensive description of the school's organizational climate?

2. What NCA or other data collecting instruments were used by the committee? Who was involved? How was this data utilized by the committee? Are the evaluation decisions or conclusions of the committee in agreement with the data base? Explain.

3. How was consensus reached as to the general characteristics of a desirable organizational climate?

4. Does the school maintain an "open environment" in which students, teachers, and administrators share and enjoy a high level of satisfaction and morale?

5. Is the desired organizational climate primarily dependent upon human interrelationships rather than non-human interrelationships such as physical facilities, location, and other external factors?

6. Do teachers and administrators work cooperatively to develop and maintain a positive institutional climate? Does the institutional climate foster job satisfaction which promotes positive, professional attitudes concerning individuals and the role of the school?

7. Are open and effective channels of communication for students, teachers, and administrators maintained as they relate to each other as groups and as individuals? Are channels of communication generally understood and effectively utilized?

8. How often does the school conduct periodic examination of the status of school climate factors?

9. How are opposing points of view of students, teachers, parents, and administrators resolved?

10. What is the process by which decisions are reached and alternatives explored?

11. What procedures have been established for attending to factors that adversely affect the school climate, such as vandalism, absenteeism, low morale, logistical problems, counter-productive attitudes, etc.?

12. What are the positive aspects of the school's climate, such as high morale, supportive relationships, logistical considerations, cooperative attitudes, etc.?

Administration and Staff

The following statements and questions are provided to aid the team in its evaluation endeavors.

1. Clarification of the lines of authority and responsibility from the board of education to the classroom teacher and seek explanation of all overlapping and deviations.

2. Identification of any standing committees with school-wide responsibility.

3. Determination if board-approved policies have been developed by the superintendent in cooperation with the staff to serve as a guide to the superintendent and other employees in carrying out their respective duties as well as providing for necessary teacher welfare. (Records should be examined at a later time on this particular item.)

4. Determination if fiscal support from federal, state, and local resources is sufficient to meet the need to maintain high standards throughout the total educational program.

5. Ascertain if the principal is delegated appropriate authority for continuous evaluation, improvement of instruction and professional growth of his staff by initiating new and experimental programs.

6. Explore the rationale for strengths, weaknesses, and recommendations stated in the faculty self-study report.

7. Determination of the adequacy of services, personnel, facilities, and equipment concerning health, transportation, and food services.

To gain information relative to the areas of concern mentioned above, some of the following questions may be helpful to team members.

1. Are the lines of administrative and supervisory authority between the central office staff, principal, faculty, and other personnel followed as outlined in the organizational chart?

2. Is this organization supplemented by open and frequently used lines of communication?

3. Is communication within the district considered to be a reciprocal process used by all?

4. Are there any standing committees presently serving the administration?

5. How recently has school policy been changed or updated?

6. What part has the faculty played in adopting school policy?

7. To what degree is there faculty involvement in decision making relative to the operation of the school?

8. How often are faculty meetings held and what transpires during the meetings?

9. Are there any regularly scheduled meetings among administrators?

10. What is the role of the principal on implementing change in the curriculum, hiring personnel, budgeting, textbook selection, classroom supervision, etc.?

11. What specific processes are followed in the task of teacher supervision and evaluation?

12. Are departmental budgets assigned and are teachers actively invcived in the budget making process?

13. What is the range of ages and the average age of the professional staff?

14. What is the average tenure of the professional staff?

15. How much total teaching experience does the staff represent?

16. Are there any, and if so how many, teachers who have an excessive load in classes or students taught?

17. Do all teachers have a planning period?

18. Have all teachers attained some additional college credit within the past five years?

19. What percentage of the staff hold master's degrees or higher?

20. Do any teachers have an excessive load in the extra-class activity assignments?

21. Are all teachers currently active in some kind of professional organization or involved in some professional growth activity?

22. How are faculty members involved in decision making relative to curriculum?

23. What examples can be cited that indicate evidence of a positive and wholesome learning climate within the school?

24. Is the teacher-student learning relationship easily appraised?

25. Is there any organized in-service training program in progress other than this self-study? In past years?

26. Is there an up-to-date professional library?

27. Can an appraisal be made of the faculty-parent relationship and the status of the teachers in the community?

28. Are all teachers fully aware of the behavioral outcomes desired by the community, board of education, administration, and themselves?

29. Is there any clerical assistance provided for the professional staff member in the classroom?

30. What evidences of professional leadership, on the part of the staff, have been displayed through awards received, offices held, articles published, etc.?

Program Design

As an extension of the statement of purposes and objectives, the school's program design provides the operational linkage for the implementation of these statements into program areas, courses, and structured learning opportunities. Each facet of the educational program fulfills a vital function in the completion of the fabric of the school's program design. The following statements and questions are provided to aid the team in its evaluation endeavors.

1. Determine faculty involvement with respect to adding or deleting courses, innovations, curriculum improvement, or curriculum committees.

2. Determine if program is designed to impart knowledge and skills, assist students in the learning process of inquiry, develop attitudes, interests, and values essential to the individual's success in a democracy.

3. Ascertain if the program reflects the school's purpose and the unique needs of all of its students and the community.

4. Determine if the program is sufficiently broad to serve both general and specialized needs of the students in their classroom and extra-classroom learning experiences.

5. Identify existing circumstances or pressures exhibited by the lay public, students, state, or national sources which determine, in part, the curriculum.

6. Establish the amount of flexibility within the administration and organization to provide a program to fit students of different talents, capacities, and interests.

7. Identify the total program offerings and the extent of balance which is fostered by this school in the intellectual and cultural climate as well as social and athletic.

8. Clarify the intentions of the school to provide sufficient electives in the vocational and academic areas to allow in-depth pursuit by all students.

9. Determine if modern educational concept of "learning-how-to-learn" and advancing at varying rates is evident within the program, its purposes, and organization.

10. Ascertain if the program is developed to create a sense of responsibility among students for current persistent social ills, prejudice, poverty, and other world problems.

11. Explore the rationale for strengths, weaknesses, and recommendations stated in the faculty self-study report.

To gain information relative to the areas of concern mentioned above, most of the following questions are essential to team members in evaluating a program.

1. How do subjects become a part of the program?

2. What processes are followed in discontinuing a subject?

3. Are there any subjects under consideration at the present time for addition or deletion?

4. Is a faculty curriculum committee maintained by the school?

5. What part is the student and community allowed to play in program organization and selection?

6. Do general policies exist which control grouping within classes taught? Are other policies followed which bring about a form of grouping?

7. Are there any experimental programs or innovative classes in progress now? Are there any in the planning stage?

8. How many total units are offered within the program? How many are required for graduation?

9. How is change in the curriculum usually initiated?

10. Are there any evidences of modern teaching techniques being used; i.e., team teaching, programmed learning, independent study, simulation, etc.?

11. Is there any organized form of staff-wide in-service education?

12. What is the role of the principal in curriculum leadership in this school?

13. Approximately what percent of the daily work load is spent toward curriculum development?

14. How are new texts adopted?

Program Components

Following the general discussion on program design, each member of the team will meet with individual teachers as provided in the evaluation assignments. This meeting will be scheduled with the chairperson of the subject subcommittee; however, an attempt should be made to spend some time with each teacher in the program area evaluated. Meetings may be held with the total department in some schools or with a department committee in other schools. The following items should be considered in discussion with individual teachers or teacher committees.

1. What subjects are offered in the field?

2. What work is offered in related areas?

3. What is the sequence of courses?

4. How are objectives for a given course determined?

5. Are lessons planned and reduced to writing?

6. Are plans revised each year; and, in addition, are changes made as local or general changes in society occur?

7. What is the general nature of the content in each course taught?

8. What methods of instruction are used? Which appear to be most effective?

9. What major materials and equipment for instruction are available?

10. What additional materials or equipment are needed?

11. Are certain library materials housed in the classroom? What is the extent and nature of such holding? Are the materials centrally cataloged?

12. What holdings relating to each class are found in the instructional media center? (These materials should be reported to the person writing the report on the instructional media center.)

13. To what extent are library materials used in this class?

14. Do these holdings include visual and audio materials? What is the nature and extent of such materials?

15. Are all teachers members of professional organizations relating to their major field of preparation?

Student Activities Program

The following questions are provided to aid the team in its evaluation endeavors.

1. In what specific ways do student activities enhance or detract from the goals of the educational program?

2. How are new activities initiated and others discontinued?

3. What specific contributions to the activities program are made by teachers, students, administrators, and community members?

4. How are decisions relating to the conduct of the program and specific activities made and implemented?

5. How are students elected to the student council?

6. Is there a great deal of competition for student council offices?

7. Is the student council given the responsibility to properly represent the student body?

8. Are the students in the school given ample opportunity to participate in making changes in student government?

9. Does the faculty exert controls over the student council?

10. How are faculty sponsors of student council selected?

11. Does the student council exert controls over other clubs and organizations within the school?

12. What changes could be made to bring about improvement in the operation and function of student government?

13. In what areas of the educational program does the student governing body make a direct contribution?

14. In what way is the administrative head of the school involved in the organization and operation of interscholastic sports?

15. Is the budget adequate for the sports program? (Attach a copy of the current budget.)

16. In intramurals, what is the place of lifelong sports in the program?

17. How is the intramural budget determined? Identify the money budgeted for each sport.

18. What process is used in electing class officers? Club officers?

19. Are there any requirements and/or restrictions to holding office?

20. What is the degree of competition for these offices?

21. Do officers actually possess the authority necessary to fulfill leadership roles?

22. What steps are necessary to start a new club or activity?

23. Do clubs and organizations serve as a "laboratory" to classroom experiences?

24. What clubs or activities are unique to this high school? Do new ideas occur from year to year?

25. Does class and club organization exist for the purpose of fund raising or school and community service?

26. How does the activities program enlarge opportunities for students to present their creative efforts to the school and community?

27. How is the activities program revised to ensure relevance of activities for a changing student population?

Guidance and Other Student Personnel Services

The following statements and questions are provided to aid the team in its evaluation endeavors.

1. Determination of the total services available in guidance and counseling, the extent to which the main purposes are being implemented and the degree of faculty involvement in the program.

2. Verification of the qualifications and the certification of the counselors assigned.

3. Comparison of the time provided and number of students assigned to adequately carry out all responsibilities and meet desired standards of a quality program.

4. Explore the rationale for strengths, weaknesses, and recommendations stated in the faculty self-study report.

To gain information relative to the areas of concern mentioned above, some of the following questions may be helpful to the team member.

1. What is the role of the counselor in curriculum development?

2. Is the counselor effective in assisting students to select a program commensurate with their abilities?

3. Is the counselor as actively involved with the academically unsuccessful student as he is with the successful students?

4. Do the services offered represent an adequate and balanced program as reflected by current thinking of authorities in the field?

5. Are follow-up studies an organized, scheduled part of the existing guidance service program?

6. What effort is being made on the part of the counselor to create an awareness of and to encourage involvement of teachers in the available services?

7. Are the facilities that house the department adequate for all of the guidance services including private counseling?

8. Are adequate clerical help and materials provided for effective guidance and counseling services?

9. What is included in the total testing program?

10. What process is used in validating work of students entering from non-accredited schools?

11. Is there a clear-cut understanding concerning the role of the counselor in student discipline?

12. Is the work load, i.e., counselor-student ratio, activity assignment, etc., conducive to good counselor morale and proper professional status?

13. Are the services of a psychologist available for referral?

Instructional Media Center

The following statements and questions are provided to aid the team in its evaluation endeavors.

1. Determine if the school is providing a coordinated instructional media program which is organized to offer a wide range of media to teachers and students.

2. Ascertain if the program is being developed in such a way to support instruction through appropriate facilities and a professionally prepared staff.

3. Determine if all instructional materials and equipment provided for the program are sufficiently varied, extensive, and up-to-date.

4. Explore the rationale for strengths, weaknesses, and recommendations stated in the faculty self-study report.

To gain information relative to the areas of concern mentioned above, some of the following questions may be helpful to team members.

1. What are the total holdings and the procedure followed to add or delete books from this total?

2. What are the rules concerning the library including the hours of operation?

3. How much clerical assistance is provided the head librarian?

4. Are there any cooperative plans worked out with other available libraries?

5. Does the available space and total holdings meet minimum requirements for a school of this size?

6. Does the nature and quality of general references meet the current criteria?

7. Are audiovisual services available as a part of the instructional media center service?

8. Is the instructional media center used as a study hall?

9. To what extent are paperbacks included in the library and how are such books recorded?

10. To what extent is microfilm service available and what use is made of this service?

11. Does the librarian see herself as a leader in curriculum development?

12. Are classroom libraries encouraged; and, if so, are all materials centrally cataloged?

13. Do the newspapers available reflect local, state, national, and foreign points of view?

14. Does the magazine list provide for current, technical information for each subject taught as well as general reading?

15. What kinds of professional reading are provided for the faculty?

In the second library activity, each team member examines the holdings in the specific subjects to which he is assigned. The number and physical condition of volumes, appropriateness of selections, and extent of use of all materials will be of concern. Also, the extent to which the books, periodicals, newspapers, or other materials for a particular subject are centrally housed, and the appropriateness of those kept in classrooms will be of interest.

Auxiliary Services

The following questions are provided to aid the team in its evaluation endeavors.

Health Services

1. What policies and procedures determine the use of the health services program?
2. What facilities, equipment, and supplies are available to the health services program?
3. Is the level of financial support sufficient to meet the health service needs of the students?
4. What community resources are available to supplement the health service program?
5. What procedures are provided for accident-reporting and for emergency treatment?
6. Is there a full or part-time nurse available to coordinate an identification, referral, and follow-up program for pupils with health problems?
7. Is there an up-to-date cumulative folder available on each student in the building? (Select one or two for review.)
8. Are there adequate facilities and equipment to maintain the school's health program, including examination, record storage, bed for emergencies, etc.?

Food Services

1. How does the food services program enhance the educational program and provide for the health and sustenance of students?
2. Does the food service program meet appropriate health and safety requirements?
3. What provisions are made to assure adequate support?
4. What options are available to students who do not purchase meals?
5. What efforts are made to use the food services and facilities as part of the general educational experience of the students?
6. What steps are taken to assure that the food service program reflects the principles of nutrition taught in the classroom?
7. What provisions are made to recognize students who may need snacks during the school day, special diets, etc.?

8. Does the equipment in the kitchen, training of staff members, and administrative policies relative to the lunch program promote quality in production and service?

9. Do teachers accept the responsibility of encouraging usage by their own participation in lunch program and help coordinate the food service with the total education program by promoting the lunchroom as a "living laboratory" for proper social graces and nutritional benefits?

Clerical Services

1. Are clerical services available to teachers, administrators, and support personnel?

2. What items of equipment and supplies are available to teachers, administrators, and support personnel?

3. How adequate are the clerical services?

Student Transportation

1. What procedures are used to determine the effectiveness, efficiency, and safety of the student transportation program?

2. To what extent does pupil transportation interact with the educational program?

3. How are administrators, teachers, parents, and community members involved in the transportation program?

4. How does student transportation support the activities of the educational program in the school?

5. To what degree is the district involved in transportation of this school's students?

School Physical Facilities

The following statements and questions are provided to aid the team in its evaluation endeavors.

1. Determine if the school building is located and constructed so as to afford desirable learning conditions and enhance achievement of the school's purposes.

2. Determine if the site and building do assure that the health and safety of those served by it are properly safeguarded.

3. Determine if adequate and flexible space is provided for large and small group instruction, varied learning activities, and inclusion of electronic devices necessary in today's teaching.

4. Explore the rationale for strengths, weaknesses, and recommendations stated in the faculty self-study report.

To gain information relative to the areas of concern mentioned above, some of the following questions may be helpful to team members.

1. What is the total square footage of space provided?
2. What is the general condition of the building?
3. What is the total number of classrooms available? Large group meeting or assembly rooms?
4. What is the total student capacity?
5. Is the site readily accessible to the school population?
6. Is the site free of possible traffic hazards and distracting noises?
7. Is the building clean, attractive, and in good repair?
8. Is heating, ventilation, and illumination adequate for good learning?
9. Is there office space for teachers?
10. Is there adequate space for storage, materials, preparation, etc.?
11. Are there regular inspections for fire safety?
12. Have provisions been made in construction so that future expansion can easily be accomplished to meet future needs?
13. Is space adequate for laboratories, offices for personnel services, and administration?
14. Is the custodial staff adequate in number?

Each member of the team should provide the team member evaluating this area a list of major equipment and a characterization of the small equipment for the part of the program of studies which he examines.

In-District Support

An individual school does not exist in isolation from other schools in the district or from the district office. Of vital importance to the effective operation of an individual school is the quality of articulation that exists between and among individual schools and between a school and the district office. Irrespective of the administrative pattern and operational procedures that exist in a district, the local school must depend upon the district office for vital support. In any district there exists a stated or unstated operational philosophy concerning the

relative autonomy of the local school and the school's freedom to organize its educational program. Certain operational procedures also relate to the types of support that will be provided by the district office to the school. Therefore, evidence should be available to indicate how the district office is organized and how it is maintaining and coordinating all phases of instruction and learning in the district. The following questions are provided to aid the team in its evaluation endeavors.

1. Is the district-wide statement of purposes and objectives consistent with needs at the building level?

2. Who was involved in determining district office purposes and objectives?

3. Is there a general awareness on the part of the public about the purposes and objectives of the district office?

4. Has the board of education reviewed and subsequently adopted the statement of district office purposes and objectives?

5. Obtain a copy of the board policies. Are they clearly stated and up to date? Do board policies encourage program growth and development? Administratively? Instructionally?

6. What evidence is available to indicate that board members are regularly informed as to progress made toward meeting district purposes?

7. Is the district office sufficiently staffed to meet district-wide educational needs?

8. Are staff members qualified for their assignments?

9. Is the organizational climate such whereby lines of communication are open, clear, and free of bureaucratic regidity?

10. How is the district budget determined for each school in the system?

11. What evidence is available to indicate program-budget planning?

12. If there are differences in building budgets, ascertain why.

13. Obtain a copy of the purchasing calendar. Ascertain if a regular procedure is followed in purchasing and replacement of materials and equipment.

14. Are district-wide employment policies and procedures precisely stated as to hiring, retaining, promoting, and dismissing professional and nonprofessional personnel? How were these determined?

15. Is written evidence available to indicate that district office personnel understand what is expected of them in terms of job performance?

16. Is expected job performance for staff members consistent with district purposes and objectives?

17. What is the district policy concerning multi-ethnic and minority groups? How was the policy developed? What procedures are followed to keep the policy up to date?

18. What provisions are made for teachers and administrators for input in the development of the salary schedule?

19. Obtain information as to the frequency with which the district office personnel is in contact with teachers, building-level administrators, and other personnel. What are the purposes of these meetings?

20. What provision does the district office make for in-service education? How are these related to district purposes and objectives?

21. How are in-service programs related to changes in curriculum and instruction?

22. Is the district office organized for curriculum study and improvement?

23. What procedures are utilized by the district office in curriculum development? Such as: What procedures are used by the district office to determine district-wide, student, and community needs?

24. Are the goals and objectives in the district's instructional program established to meet recognized needs?

25. Does the district office maintain an informational system?

26. What is the procedure for obtaining and coordinating data into an informational system?

27. How is information used in planning, decision-making, and maintaining quality control programs?

The School Improvement Plan

It is the responsibility of the Steering Committee to prepare a School Improvement Plan for the school based upon the subcommittee reports and the Steering Committee's perspective of the total school. The Steering Committee will: (1) conduct an in-depth analysis of each subcommittee report, (2) examine the assessed strengths and weaknesses, and (3) maintaining its view of the totality of the school, establish prioritized recommendations for the school. It is possible and fitting for the Steering Committee -- not restricted by the more narrow viewpoint of an individual department or program -- to generate new or combined recommendations. Upon completion of its report, the Steering Committee is to submit its School Improvement Plan to the entire faculty for review and reaction. The Plan will not guarantee renewal; however, it provides the school with a springboard to school improvement that is based upon faculty planning.

The School Improvement Plan will be of significant interest in two specific instances. First, it will be of interest to the visiting team of educators. This team will be expected to study the Plan and to assess its comprehensiveness and direction. However, the team is not requested to write a report for this area. A second and in some ways more important function of the School Improvement Plan is that the document will be a valuable resource for the school staff and other interested parties as the school embarks on follow-up activities, such as synthesizing the school's self-study and the team report into the final School Improvement Plan. At this point the School Improvement Plan will be fully documented and ready for implementation.

TEAM REPORT

Report of Findings

The completed report of the team member must be typed when handed to the chairperson. If possible, completion is urged before leaving the school. If not, the chairperson should insist that it be mailed to his address at least within five days after the team departs. The report should be written in three different sections. The first should be an objective description of the area being evaluated. Just write "what is" and reserve all opinion or evaluative connotations for the weaknesses and recommendations section. The second portion should be statements citing outstanding strengths of the area. Emphasize the need to be positive in the overall approach, describing only those strengths that are obvious. Statements should be in paragraph form rather than an itemized list. The third segment of the report includes both weaknesses and recommendations. If a weakness is stated, the evaluator should offer some constructive recommendations for improvement. Caution is extended at this point to ensure that the team members refrain from giving on-the-spot verbal recommendations to various faculty members.

Assembling Report

The chairperson will be responsible for "pulling all reports together" for completion of the final report. It is suggested that three separate forms be provided for team member reporting. These forms should be on plain 8½" X 11" paper with the approved heading such as description, strengths, or weaknesses and recommendations.

Much could be written about the adequacy, sufficiency, consistency, and clarity of such a report, but it is felt that team members have been recommended and selected because they possess necessary qualities to incorporate these characteristics.

Once this report is assembled by the chairperson, a rough draft copy should be sent to the principal of the school for corrections of errors due to misunderstanding. If conflict of opinion develops, the consensus of the team will prevail. This corrected copy is returned to the chairperson for final corrections.

Exit Session

The format of the exit report should be determined early in the planning of the visitation by the principal and the visiting team chairperson. They should agree early on who will be present during the exit report. Persons who might be included would be school board members, parents, students, faculty members, central office staff, and representatives of the media. The purpose of the exit report is to provide some early observations for the school and the chairperson should not modify the report because of the persons in attendance. In addition, the exit report should not exceed an hour in length. The chairperson should not attempt to refer to every detail of the evaluation. Instead, the report should include those findings and conclusions that concern the total school. Haphazardly abstracting from the various subsections of the evaluation report can lead to distortions and misunderstandings. Every effort must be made to avoid inserting personal educational philosophy or biases into the oral report. Personal and subjective inferences are inappropriate at this time. The report should be restricted to the objective findings, conclusions, and recommendations of the visiting team.

REPORT FORMAT

The purpose of the visiting team's report is to provide the basis for making a judgment of the adequacy of the school's self-study process and to verify the results of the self-study. Additionally, suggestions for improvement of the school's organization, program, and services are appropriate as these suggestions relate to the objectives, processes, or findings of the self-study. The following outline describes major components of a comprehensive visiting team report. This document, in conjunction with the self-study report, provides a complete record of the first two phases of the school's evaluation.

The Social Setting of the School
Purposes and Objectives
Education for Pluralism
Organizational Climate
Program Design
Program Components
Student Activities Program
In-School Support
Staff and Administration
Guidance and Other Student Personnel Special Services
Instructional Media Services
Auxiliary Services
School Physical Facilities
In-District Support
The School Improvement Plan